Mu'tah University
Deanship of the Graduate Studies

The Effect of Using the Six Thinking Hats Method on the Development of EFL Female Eleventh Grade Students' Writing Skill in Southern Al- Mazar Directorate of Education

By
Nayfeh Salem AL-Tarawneh

Supervised by
Prof. Majid AL-Khataybeh

A Thesis submitted to the Deanship of Graduate Studies in Partial Fulfillment of the Requirements for the Degree of Master in Curricula and English Teaching Methods in Curricula and Instruction Department

Mu'tah University, 2011

الآراء الواردة في الرسالة الجامعية لا تُعبر بالضرورة عن وجهة نظر جامعة مؤتة

نموذج رقم (14)

قرار إجازة رسالة جامعية

تقرر إجازة الرسالة المقدمة من الطالبة نايفة سالم الطراونة الموسومة بـــ:

The Effect of Using the six Thinking Hats Method on the Development of EFL Female Eleventh Grade Students' Writing Skill in Southern AL-Mazar Directorate of Education

استكمالاً لمتطلبات الحصول على درجة الماجستير في **المناهج وأساليب تدريس اللغة الإنجليزية.**

القسم: المناهج والتدريس.

	التوقيع	التاريخ	
أ.د. ماجد محمد الخطايبة		2011/04/28	مشرفاً ورئيسا
د. أحمد عيسى الطويسي		2011/04/28	عضواً
د. منال محمد الغزو		2011/04/28	عضواً
د. محمود سليمان بني عبدالرحمن		2011/04/28	عضواً

عميد الدراسات العليا/

أ.د. صالح الكساسبة

MUTAH-KARAK-JORDAN
Postal Code: 61710
TEL :03/2372380-99
Ext. 5328-5330
FAX:03/ 2375694
e-mail: dgs@mutah.edu.jo sedgs@mutah.edu.jo
http://www.mutah.edu.jo/gradest/derasat.htm

مؤته – الكرك – الاردن
الرمز البريدي :61710
تلفون :03/2372380-99
فرعي 5328-5330
فاكس 03/2 375694
البريد الالكتروني
الصفحة الالكترونية

Dedication

This work is dedicated to my parents, sisters and brothers. To the one who encouraged me a lot to continue this thesis and showed a lot of patience throughout this study, my husband .To the one who gave my life delight and pleasure and made my life meaningful, My lovely daughter, Ayah.

Nayfeh Salem Al-Tarawneh

Acknowledgment

I would like to express my deepest gratitude and appreciation to my supervisor prof. Majed Khataybeh, for his efforts, continuous guidance and precious suggestions. I deeply, thank him for his comments which improved and enriched the value of this work.

My thanks and appreciation are also due to the committee members (Dr.Mahmoud Bani Abd Arahman, Dr.Ahmad Al-Tweissi and Dr. Manal Al Ghazo) for taking part in the discussion of this thesis and for their valuable comments and suggestions.

My warm thanks and appreciation are for my mother, father, husband, brothers, sisters and my lovely daughter for their patience throughout this study.

Nayfeh Salem Al -Tarawneh

Table of Contents

List of tables

List of Appendixes

Abstract

The Effect of Using the Six Thinking Hats Method on the Development of EFL Female Eleventh Grade Students' Writing Skill in Southern Al-Mazar Directorate of Education

Nayfeh Salem Al-Tarawneh

Mu'tah University, 2011

This study aimed at investigating the effect of using the six thinking hats method on the development of EFL female eleventh grade students' writing skill in Al- Mazar directorate of education during the academic year 2010/2011. Also it aimed to investigate if there was an effect for using this method due to the student's level in English Language (high, intermediate and low). This study tried to answer the following questions:

1. Is there an effect of using six thinking hats method on the development of EFL eleventh grade female students' writing skill?
2. Is there an effect of using six thinking hats method on the development of the EFL female eleventh grade students' writing skill due to the levels of students in the writing skill?

The sample of the study consisted of (50) female eleventh grade students from Mu'tah Secondary School for Girls which was selected purposefully and assigned randomly into two groups; an experimental group of (24) students and a control group of (26) students.

To answer the questions of the study, two topics were chosen from the eleventh grade textbook. After analyzing the content of the instructional material, the lesson plans were prepared. The instrument of the study was designed according to the characteristics of the six thinking hats, and then it was assessed for validity and reliability. To guarantee the equivalence of the two groups, the researcher administrated a writing ability pre-test, and then the experimental group was taught using the six thinking hats, whereas the control group was taught according to the conventional method. Descriptive statistics, One Way ANOVA and Scheffe for Multiple comparisons were used to analyze the results of the study.

The findings of the study indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in favor of the experimental group taught according to the six thinking hats. Also it indicated that there were statistically significant differences at ($\alpha \leq 0.05$) on the post test between the students in the (high and intermediate levels) in comparison with the students in the low level and in favor of the students in the high and intermediate levels), which means that using the six thinking hats method was more efficient for the students in the (high and intermediate levels).

In light of these findings, the researcher proposed some recommendations to the teachers and educators.

الملخص

اثر استخدام طريقة قبعات التفكير الست على تطوير مهارة الكتابة باللغة الأنجليزية لدى طالبات الصف الحادي عشر في مديرية تربية المزار الجنوبي

نايفة سالم الطراونة

جامعة مؤتة، 2011م

هدفت هذة الدراسة الى تقصي اثر استخدام طريقة قبعات التفكير الست على تطوير مهارة الكتابة باللغة الأنجليزية لدى طالبات الصف الحادي عشر في مديرية التربية والتعليم للواء المزار الجنوبي للعام الدراسي 2011/2010. كما هدفت الدراسة للتأكد فيما اذا كان هناك اثر لطريقة قبعات التفكير الست يٌعزى الى مستوى الطالبات في اللغة الأنجليزية (عالٍ ، متوسطٍ، متدنٍ) وذلك من خلال الأجابة عن الأسئلة التالية:

1. هل هناك اثر لإستخدام طريقة قبعات التفكير الست على تطوير مهارات الكتابة باللغة الأنجليزية لدى طالبات الصف الحادي عشر في تربية لواء المزار الجنوبي؟
2. هل هناك اثر لاستخدام طريقة قبعات التفكير الست على تطوير مهارة الكتابة باللغة الأنجليزية لدى طالبات الصف الحادي عشر يٌعزى لمستوى الطالبات في مهارة الكتابة ؟

تكونت عيّنة الدراسة من (50) طالبة من الصف الحادي عشر في مدرسة بنات مؤتة الثانوية . حيث تم اختيار افراد العيّنة قصديا بينما تم تقسيم العينة عشوائيا الى مجموعتين: تجريبية تكونت من (24)طالبة وضابطة تكونت من(26) طالبة.

وللإجابة عن اسئلة الدراسة فقد تم إختيار موضوعين من كتاب الصف الحادي عشر. وفي ضوء تحليل المادة التعليمية تم إعداد الخطة التدريسية وكذلك اداة الدراسة، كما تم التأكد من صدق وثبات هذة الأداة . ومن اجل ضمان تكافؤ المجموعتين (التجريبية والضابطة) قامت الباحثة بإجراء إمتحان قبلي لقياس مهارة الطالبات في الكتابة ، بعد ذلك قامت الباحثة باستخدام طريقة قبعات التفكير الست مع المجموعة التجريبية بينما تم تدريس المجموعة الضابطة بالطريقة التقليدية.

وللإجابة عن اسئلة الدراسة ، تم استخدام التحليلات الإحصائية و تحليل التباين الأحادي (One Way ANOVA) وكذلك تحليل شافية للمقارنات البعدية.

اشارت نتائج الدراسة إلى وجود أثر ذو دلالة احصائية ($\alpha \leq 0.05$) لإستخدام قبعات التفكير الست على تطوير مهارة الكتابة باللغة الأنجليزية لدي طالبات الصف الحادي عشر وذلك لصالح المجموعة التجريبية،كذلك اشارت الدراسة إلى وجود أثر ذو دلالة احصائية على الأمتحان البعدي بين الطالبات من المستويين (العالى والمتوسط) مقارنة مع الطالبات من المستوى المتدني ،وذلك لصالح الطالبات من المستويين (العالي والمتوسط)،وهذا يؤكد أن استخدام طريقة قبعات التفكيرالست كان لها أثر فعال على الطالبات من المستويين (العالي والمتوسط).

في ضوء النتائج التي توصلت اليها الدراسة أوصت الباحثة لمعلمين والتربويين باستخدام طريقة قبعات التفكير الست في التدريس.

Chapter One

Theoretical Background

1.1 Background of the study

Thinking is the ultimate human resource, yet we can never be satisfied with our most important skill. No matter how good we become, the only people who are very satisfied with their thinking skills are those poor thinkers who believe that the purpose of thinking is to prove yourself right –to your own satisfaction (De Bono, 1995).

People need thinking to sort things out, to bring in information, to explore the situation, to look at things in different methods, to challenge their dogmatism, to decide what they want, to choose, etc. Most practical thinking occurs in this perception area of trying to see things clearly.

Creativity has been defined as more than just divergent thinking for it converges on one solution. It doesn't only generate possibilities but also chooses among them, it is as much asking the right question as finding the right answer (Young, 1985).

(Sternberg and Lubert, 1996) mentioned that at the individual level, creativity deals with problem solving on the job and daily life, and at the social level, it deals with new scientific findings, inventions and social programs. Creativity involves judgment and evaluation that might be achieved through divergent and convergent thinking.

A number of authors have described characteristics common to creative thought. (Lowenfeld, 1962) for instance, claimed that the following qualities were representative of creative thought: "flexibility; fluency; sensitivity to problems; originality; and the ability to analyze, synthesize and redefine materials and problems and organize them coherently". The famous Torrance Tests of Creative Thinking are based on four comparable creative thinking categories: (1) fluency or number of ideas, (2) flexibility or different categories of ideas, (3) originality or unusualness of ideas, and (4) elaboration or extent of detail provided in ideas (Torrance, 1974).

Developing students thinking skills is considered as one of the most important objectives in Jordanian's curricula in the recent years. As a result of this, many sessions have been conducted by the Ministry of Education to improve teachers' abilities to teach using thinking skills. One of the strategies that could be essential in developing students' thinking is using six thinking hats, which is an updated and an innovative method to teach thinking skills.

As a part of its interests in developing thinking skills, the Ministry of Education in Jordan created 'The Intel Teach Program' to train teachers on using thinking skills which aims at improving teachers' effectiveness through professional development, helping teachers integrate technology

into their lessons and promoting students' problem-solving, critical thinking, and collaboration skills, also this program focuses on enhancing higher thinking skills using a set of thinking tools available on the internet. (Ministry of Education , 2006).

Beyer (1997) suggested that in order to nourish students' thinking, a thoughtful classroom should be created. A thoughtful classroom engages students continuously in purposeful thinking in the pursuit of meaningful learning. It provides encouragement, support, and motivation for students. In a similar sense, a thinking-friendly environment should be created in the organization to support, motivate and encourage employees to think and reason freely. In thinking-friendly environments, people are engaged in the collection, analysis, evaluation and synthesis of information. People in the organization inquire and pose questions about current procedures and operations, search for, produce and evaluate information, knowledge and new mental models, also they venture, carefully consider, and evaluate ideas and explanations and critically examine them in terms of evidence, reasoning, assumption, and implication.

CoRT thinking skills program is named after the Cognitive Research Trust which was established by Edward De Bono in Cambridge, England. It is now widely used for the direct teaching of thinking as it represents the most comprehensive approach to the teaching of thinking which includes generative, creative, operational and constructive thinking. Based on research, CoRT thinking skills program can be used by children and adults across a broad span of age, ability, subject areas, and contexts (De Bono, 1973).

In response to these thinking challenges, Edward De Bono regarded as the leading international authority in the field of conceptual thinking and also the direct teaching of thinking as a skill, created a useful model of thinking called the “Six Thinking Hats.” The six hats do not cover all aspects of thinking, but they do cover the main modes (De Bono, 1995).

De Bono began by distinguishing six modes of thinking; each is identified with one colored hat:

White Hat - facts, figures, and objective information

Red Hat - emotions, feelings, hunches, intuition

Black Hat - logical negative thoughts, "devil's advocate," why something will not work.

Yellow Hat - logical constructive thoughts, positive aspects of why something will work

Green Hat - creativity, generating new ideas, provocative thoughts, lateral thinking

Blue Hat - control of the other hats, thinking about the thinking process, directs attention to other hats to facilitate “mapmaking” thinking.

Employing the Six Thinking Hats method by De Bono with language is a fun way of solving behavioural problems in class. This method is more effective on students as they are more receptive to this type of approach compared with the direct authoritative and disciplinary approach practised by many language teachers in the past. Most importantly, it helps to improve students' thinking skills which could be transferred to solving problems in other areas of their life beyond their secondary education (Ren, 2007).

Learning a foreign language allows learners to communicate by using the four skills of English; listening, speaking, reading and writing. Speaking and writing are productive skills, which need a lot of knowledge and fluency to perform them. Students need a good amount of input to speak or to write. Smith- cited in (Goodman, Epsey &Angela, 1998) stated that writing is an important part of language: it is a tool of thinking, reasoning, discovering, creating and sharing of ideas .Writing can be viewed as a mode of learning to convey creative knowledge through various strategies.

According to (Brown ,1987), the field of second language pedagogy has developed and matured over the past few decades. In the last twenty five years of the twentieth century, there were great efforts to make use of the communicative approach in EFL as a substitute of the product approach. The communicative approach considers writing a conscious activity that requires mental effort in order to produce something meaningful and communicative.

In the view of the development of the educational system in Jordan and in light of the information age and the scientific challenges of the 21st century, it is necessary to develop Jordanian students' thinking skills to be able to guide economic growth which in turn enables Jordan to compete effectively in the global marketplace (Ministry of education, 2001).

One of the effective instructional methods that helps teachers in creating situations in which students can practice language creatively, is using six thinking hats. (De Bono ,1999) argued that we do not have a simple language as a control system for our thinking. He developed the metaphor of six thinking hats to emphasize different kinds of thinking. This process has been widely used in schools to encourage students to think about their own thinking (metacognition). The six thinking hats assist teachers to engage their students in metacognition and they provide a scaffolding tool to assist in this 'thinking about thinking'. The use of this thinking scaffold can also assist students to consider different perspectives on a topic.

This study tries to investigate the most effective methods that might be used to teach English as a foreign language. The researcher noticed that there is a lack in the instructional methods and strategies that teachers use

to develop writing skills and help students to express themselves using English language. Therefore, it is very important for the teachers to create an environment that encourages students to think logically and creatively while expressing themselves in writing texts.

1.2 Statement of the problem

From my experience as a teacher of English language, and during correcting the exams of secondary certificate in General examination, the researcher noticed that students' marks in the writing skills were very low compared with their marks in the rest parts of the exam. Students lack the ability to write good topics or produce correct texts, also some students don't know how to organize and structure their thoughts for writing in English, and also they have weakness in sentence structure and communicating ideas coherently with grammatical usage. Therefore it is of great importance that teachers should be aware of many instructional methods and strategies that promote students' writing ability, develop their writing skills and encourage them to write correctly.

Writing skill has been given appropriate weight and time in the English curricula (MOE, 2004) but according to the researcher's experience, the achievement is still far from being satisfactory. The researcher believes that, although the content might be relevant both linguistically and topically but the method of instruction is one of the main factors behind the low achievement. Therefore, this study aimed to investigate the effect of using the six thinking hats method on the development of EFL female eleventh grade students' writing skill in Southern Al- Mazar Directorate of Education**.**

1.3 Purpose of the study

The purpose of the study is to investigate the effect of using the six thinking hats method on the achievement of EFL eleventh grade students' writing in Al-Mazar Directorate of Education during the second semester 2010/2011.

1.4 Questions of the study

To achieve the purpose of the current study, the following research questions were addressed:

1. Is there an effect of using six thinking hats method on the development of EFL female eleventh grade students' writing skill in Al-Mazar Directorate of Education?
2. Is there an effect of using six thinking hats method on the development of the EFL female eleventh grade students' writing skill due to the levels of students in the writing skill?

1.5 Significance of the study

This study is chosen on the basis of the orientation of the Ministry of Education which shows that developing students thinking is one of the most important skills that Jordanian students need to acquire in order to improve the quality of education and enable new generations to communicate effectively using English language .

Through my experience as a teacher of EFL, I noticed that students are unable of producing a meaningful written text using the English language. For example, most of secondary and high school students have problems in writing about any topic and they lack the confidence to express themselves or to write accurately based on the limited knowledge that is gained during learning English, also the conventional methods of teaching writing are no longer effective as they emphasize on a series of steps that students follow to get their final product.

This study is significant for many reasons; first according to the researcher's knowledge, there were no studies conducted in Jordan regarding using the six thinking hats in teaching EFL students particularly, writing. Second, it provides teachers with innovative and effective instructional methods in teaching English as a foreign language, as well as developing students to be open minded, and having the ability to make their own decisions and solve their problems in their daily life.

1.6 Operational definition of terms:

A. Six Thinking Hats: It is a strategy designed by Edward De Bono which requires students (and teachers), to extend their way of thinking about a topic by wearing a range of different “thinking hats:” The six thinking hats are: (De Bono, 1995).

1) White hat thinking focuses on the information available and needed.
2) Black hat thinking examines the difficulties and problems associated with a topic.
3) Yellow hat thinking focuses on benefits and values.
4) Red hat thinking looks at a topic from the point of view of emotions, feelings and hunches.
5) Green hat thinking requires imaginative, creative and lateral thinking about a topic.
6) Blue hat thinking focuses on reflection, metacognition (thinking about the thinking that is required), and the need to manage the thinking process.

For the purpose of this study, six thinking hats is a method used by the researcher to help students develop their writing skill by distributing the roles of thinking on the six modes of thinking through problem solving.

B. **Conventional Method**: the method that is used in the classroom where the teacher follows the suggested procedures of the teacher's guide in the teaching process.

C. **Students' level**: it is the level of eleventh grade students in writing skill which is divided, according to their achievement, into three levels (high above 80%, intermediate from 61-80% and low below 61%).

D. **Eleventh Grade**: It is the first class of the secondary stage .The students are about seventeen years old. They have spent eleven years studying English Language according to the regulations of the Ministry of Education.

1.7 Limitations of the study

This study is limited to the female eleventh graders in Southern Al-Mazar Directorate of Education during the second semester of the academic year 2010/2011.

Chapter Two
Review of Literature

This chapter is divided into two parts; theoretical framework and review of related literature.

2.1 Theoretical framework

(De Bono, 1999) developed tools kit, in which he explained the function of these tools through different programs that he developed to improve creative thinking .

The most important tools are six thinking hats and CoRT Program:

2.1.1 The six thinking hats

The De Bono Hats system (also known as "Six Hats" or "Six Thinking Hats") is a thinking tool for group discussion and individual thinking. combined with the idea of parallel thinking which is associated with it, it provides a means for groups to think together more effectively, and a means to plan thinking processes in a detailed and cohesive way (De Bono, 1999).

The “Six Thinking Hats” method and the “mapmaking” style of thinking extended from De Bone's perceptual method of how the brain works. According to De Bono, the brain is an active (self-organizing) patterning system. De Bono developed the “Six Thinking Hats” method based directly on this perceptual model. The six hats set up six artificial contexts for thinking which can be put on or removed, metaphorically (De Bono, 1999). The switching of the hats directs the attention to another mode of thinking.

Thinking has various modes: objective thinking, emotional thinking, negative thinking, positive thinking, critical thinking and creative thinking. (De Bono, 1995) used six different colours to represent these different thinking modes and created the Six Thinking Hats method. Each 'Thinking Hat' is a different style of thinking. These are explained below:

White Hats:

With this thinking hat you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. This is where you analyze past trends, and try to extrapolate from historical data.

Red Hat:

Wearing the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning.

Black Hat:

Using black hat thinking, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them. Black Hat thinking helps to make your plans 'tougher' and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. Black Hat thinking is one of the real benefits of this technique, as many successful people get so used to thinking positively that often they cannot see problems in advance. This leaves them under-prepared for difficulties.

Yellow Hat:

The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

Green Hat:

The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. A whole range of creativity tools can help you here.

Blue Hat :

The Blue Hat stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking, etc.

De Bono (1995) stated that the colours of these hats are associated with the type of thinking as the following:

The White Hat: possesses the feature of coldness; therefore, it represents objective thinking. When one wears a While Hat to think, one looks at the facts and figures only, not anything else.

The Red Hat: represents emotional thinking, because red is associated with anger; therefore, when one wears a Red Hat to think, one normally follows his or her emotions in the process of thinking.

The Black Hat: often suggests the negative and its feature is gloomy. When one wears a Black Hat to think, one will look at the issues under consideration more critically.

The Yellow Hat: is associated with Positive thinking. This colour is often related to the sun; therefore, its feature is bright and sunny. When one wears a yellow hat to think, one tends to look for all the positive things of a particular issue.

The Green Hat: (Creative thinking), suggests fertile and growth; therefore, when one wears a Green Hat to think, one needs to search for new ideas.

The Blue Hat: symbolises the sky high above everything. When one wears a Blue Hat to think, one needs to look for the overall picture of a situation rather than only one tiny section of the problem area. Blue hat also suggests the big picture.

According to (De Bono ,1999), people tend to wear one single colour hat while thinking of a problem. This will result in a narrow understanding of the whole issue under consideration. The most effective method of thinking is to wear all six colour hats to look at an issue or a problem from all six directions.

De Bono (1995) argued that to get the full flavor of this role play, it would be ideal to have learners working in groups, it is still valuable to go through the process of looking at an issue or topic from a variety of angles.

Six hats is a method that could be used to teach learning objective.

Six thinking hats help learners think about and analyze topics, problems and situations from multiple points of view. Six thinking hats help learners to look at a given topic systematically, objectively and creatively (Prpic, 1999).

2.1.2 The advantages of using six thinking hats

Over the years the results of using the Six Hats method have become increasingly clear (De Bono, 1999). The results fall into four broad categories that are summarized here.

Power

With the Six Hats method, the intelligence, experience and knowledge of all the members of the group are fully used. Everyone is looking and working in the same direction.

Time Saving

Using the Six Hats method compared with the conventional method saves the time of discussion. Meetings take half the time. Meetings take a third or a quarter of the time. If the Six Hats method reduced all meeting times by 75 percent, you would have created 30 percent more manager time at no extra cost whatsoever.

Removal of Ego

Perhaps the biggest obstacle to quick and effective thinking is the ego. People tend to use thinking to parade their egos. Thinking is used to attack and put down other people. Thinking is used to get your own way. Thinking is used to show others how clever you are. Thinking is used to express personal antagonisms.

Someone will choose to disagree on a point simply to show up the person who has made that point. If another person had made the point,

there would have been full agreement. In general, we do not fully realize just how obstructive the ego is in preventing effective thinking.

Confrontational and adversarial thinking exacerbate the ego problem. Six Hats thinking removes it. With the Six Hats method you exert your ego by performing well as a thinker under each of the hats. The Six Hats method provides neutral and objective exploration of a subject.

One Thing at a Time

Confusion is the biggest enemy of good thinking. We try to do too many things at the same time. We look for information; we are affected by feelings; we seek new ideas and options; we have to be cautious; we want to find benefits. Those are a lot of things that need doing.

With the Six Hats method, we try to do only one thing at a time. There is a time when we look for danger (black hat). There is a time when we seek new ideas (green hat). There is a time when we focus on information (white hat). We do not try to do everything at the same time.

With colour printing, each colour is printed separately, one at a time, and in the end the full colour effect is obtained. It is the same with Six Hat thinking, we do one thing at a time and in the end the full picture emerges (De Bono, 1999).

"Also (McAleer,2006) stated the following benefits of using six thinking hats in classroom:

1. The colours and hats provide a visual image that is easy to learn, remember and use.
2. Thinking is visible, focused, in depth, and at higher levels of critical and creative thinking.
3. The strategy can be used on a simple, concrete level or abstract, sophisticated level.
4. Listening, speaking, reading and writing improve with a strategy for focus.
5. Interdisciplinary connections integrate the curriculum.
6. Problem solving, decision making, leadership and independence are developed.
7. Create awareness that there are multiple perspectives on the issue at hand.
8. Students ask quality questions.
9. Student led discussions and projects are focused and in depth.
10. Self-evaluation is systematic.
11. Students develop confidence.
12. Cooperative groups and teamwork are effective and organized.
13. Removal of ego.
14. Time saving".(p.44)

2.1.3 Shortcomings of using six thinking hats in teaching

1. It needs highly capable teachers.
2. It needs extensive preparations such as training students on how to use the six thinking hats and preparing the hats with different colours, also selecting special topics that have divergent ideas.
3. It needs a friendly classroom atmosphere because it is a method based on cooperative learning.
4. It doesn't suit all kinds of topics but only those which need critical thinking and enable students to express their opinions.
4. It might be efficient with some skills for example, speaking whereas it is less efficient with other skills such as listening and reading.

2.1.4 CoRT Program

CoRT is a program named after the Cognitive Research Trust established by De Bono in Cambridge England. CoRT is a package of 60 lessons for the teaching of constructive thinking in schools from the age of 4 upwards. It is now the most widely-used course in the world for direct teaching of thinking in schools, including special needs, gifted, talented and deprived children and students.

CoRT is also suitable for individual tuition of children and young people as well as for parents and educators who want to develop creative thinking skills for improved performance not only in school topics but also in life's situations. Several practice items workshop sessions and other highly interesting features make CoRT thinking a truly interactive adventure (Pace, 2009).

Research on writing emphasizes the connection between writing, thinking and learning .Writing is seen as a tool of thinking and learning (Dolly, 1990).(Wells ,1986) mentioned that writing is a discovery of one's inner thoughts through the medium of thinking, reasoning and communicating. Thinking is related to language as a special mental activity of which thoughts are influenced by the language as it is expressed.

(De Bono, 1994) stated that Writing is a powerful thinking tool since it encourages supplemental readings, electronic database browsing, and general self-interest explorations. Writing assignments can encourage students to break away from old thought patterns, while personalizing and integrating information presented (Alternatives-Possibilities-Choices (APC) is a useful writing tool for extending student thinking beyond right answers. Though writing activities foster creative thinking, they are even more strongly linked to the development of critical thinking skills. (De Bono, 1994) added that there are other strategies that involve a writing component. For instance, Plus-Minus-Interesting (PMI) and Considering-All-Factors (CAF) strategies are both useful for sorting out key ideas prior to initiating a writing assignment. In using the PMI strategy, the student

would list pluses or strengths, negatives or weaknesses, and interesting or unusual points prior to starting the writing assignment. Thus, this technique may help refocus students from frequent negative commenting to positive experiences.

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end (Hadley, 1993).

One model that applies to both speaking and writing in a second language is Anderson's (1985) model of language production, which can be divided into three stages: construction, in which the writer plans what he/she is going to write by brainstorming, using a mind-map or outline; transformation, in which language rules are applied to transform intended meanings into the form of the message when the writer is composing or revising; and execution, which corresponds to the physical process of producing the text. The first two stages have been described as "setting goals and searching memory for information, then using production systems to generate language in phrases or constituents" (O'Malley & Chamot, 1990).

Bottle (1997) believed that prewriting involves energizing student participation in thinking, talking, group interaction and skeletal writing activities that become organic components of the writing task. Specific prewriting activities such as group brainstorming, clustering help students acquire the target language more effectively. (De Bono,1992)defined brainstorming as a main part of prewriting stage ,as a method for developing creative solutions to problems .It works by focusing on a problem and then coming up with many unusual solutions by pushing the idea as far as possible.

Writing has a main role in communication. The learner can express their ideas to convey the intended massages clearly. (Rossbery,1989) stated that writing is a purposeful act of communication, but conventional English language programs regarded writing as means of language study more than as a means of communicating ideas .Therefore, learners were taught writing with a focus on producing correct language rather than on selecting, organizing and presenting ideas for effective communication to a reader. In the last twentieth century, the proponents of the communicative approach succeeded in considering writing a conscious a activity that require mental

effort in order to produce something meaningful. (Barras, 1996) also stated that writing can help the learner remember, observe, think and communicate effectively. Writing is an important communicative language skill.

Many educationalists consider that the six thinking hats method as an important process for brainstorming which is a means of getting a large number of ideas which range from brilliant to the totally silly and useless ideas (Kawlinson,1989). Therefore, six thinking hats is an interactive process which can be used to build knowledge or summarize learning through sharing information efficiently.

2.2 Review of related literature

After examining much research in the area of using six thinking hats and reviewing some of the most related studies to the topic of this study, the researcher found out that there were no any previous research using six thinking hats method for teaching writing skill for EFL but she found that most of these studies investigated the effect of using six thinking hats method on students' achievement in Science, Mathematics and other topics.

(Mofadi ,2010) conducted a study aimed at investigating the effect of Science Instruction by Multiple -intelligences and six hats strategies on Seventh Graders' Scientific Concepts and Thinking Skills Acquisition. The sample of the study consisted of (217) male and female students in Jordan, chosen through stratified random sampling. Achievement tests for scientific concepts and scientific thinking skills acquisition and Mackenzie tool for multiple intelligences were prepared. (K-R20) was used to check the test validity and reliability. The results of the study showed that there were significant differences in seventh graders acquisition of scientific concepts due to the teaching strategy in favor of multiple intelligences and six hats.

(Smadi,2010) investigated the effect of an instructional program based on fishbone mapping and six hats strategies on developing Ajloun University College EFL students' writing .The population of the study consisted of all female English majors at Ajloun University college in the academic year 2009/2010.The sample , which was chosen intentionally ,consisted of (89) students enrolled in writing in the first semester in the academic year 2009/2010. The students were in three sections; two for the experimental group and the third section was for the control group. The researcher designed an instructional writing program based on the fishbone mapping and six hats strategies; also she administrated a writing ability pre-test before commencing the experiment and post test at the end of the experiment. The findings of the study revealed statistically significant differences in favor of the experimental groups taught according to the instructional writing program.

Al-Ali (in press) conducted a study aimed at investigating the effect of teaching CoRT Program No.4 "creativity" on students' creative and critical thinking in the writing skill. The sample of the study consisted of thirty six students from Ein AL-Basha Center for gifted students who were randomly divided into two equal groups (experimental and control). A pretest measuring fluency, flexibility and originality was administered for both groups. The results of the study showed that the mean of the experimental group was significantly higher than the mean of the control group on fluency, flexibility and originality which indicates that CoRT Program No.4 entitled "creativity "developed the gifted learners' creative abilities in writing English short stories.

(Kwayotha & Tantriratna, 2008) conducted a study aimed at investigating the effect of using six thinking hats method and mind mapping in developing the reading, thinking, and writing skills .The sample of the study consisted of nine Students of Ban-mon School, Bantan District during the second semester of 2008. The instrument for data collection including 24 learning management plans and lessons, the students performance assessment , the End Cycle Test , the teachers teaching observation form, the students learning behavioral observation form, and interview form. The research findings found that: For the skill in reading, thinking, and writing of students were higher than the specified criterion as 70/70. For writing skill, according to the students work piece analysis of creative writing, they could be able to use thinking performance in writing using Language in communication as relevant to thinking.

(Fodah & Abdo,2005) conducted a study investigating the effect of using De bone's thinking hats, in teaching science on developing the skills of creative thinking on fifth graders .The sample of the study consisted of (146) students of fifth graders in a school in Egypt. The sample was divided into two groups (experimental which was taught using De bone's thinking hats and control which was taught by using the conventional method). The researchers used a measure of creative thinking tendency, and test of creative thinking skills which was created by the researcher. The result of the study indicated that there were significant differences in the mean of the two groups for the favor of the experimental group, which shows the effect of the six thinking hats in developing the skills of creative thinking.

(Koray,2005) investigated the perceptions of the students about the implementation of two of the creative thinking techniques; six thinking hats and attribute listing in Science course. The sample of the study consisted of 115 students of the 6th, 7th and 8th graders in primary schools in Ankara. The researcher developed a structured interview form about both of the techniques contained 15 Likert type items (strongly agree, agree, undecided, disagree, strongly disagree). Views and opinions of 3 experts

were asked for the face validity of the test. The results of the study revealed that the primary school students (6th, 7th and 8th grade) and pre-service Science teachers had positive opinions about each of the techniques.

(Naifeh, 2005) conducted a study aimed at investigating and comparing the effect of the six thinking hats learning method with the conventional teaching method on the achievement of ninth grade students in Mathematics. The sample of the study consisted of (118) students in Ma'an Education Directorate A multiple choice test was designed by the researcher. The results of the study indicated that there was a significant effect of the six thinking hats on the achievement of ninth grade students in Mathematics.

(Zhang and Vukelch, 1998) studied the influences of prewriting activities on the writing quality of male and female students with varying academic achievement across four grade levels. Participants were public school students in grades four, six, nine and eleven. At each grade level, students were assigned to one of two groups: writing with prewriting activities or writing without prewriting activities. Results revealed that students who wrote without prewriting activity received higher scores. Students ' gender and academic achievement level had strong influences on the effectiveness of prewriting with females consistently scoring higher than males.

(Burke,1984) studied the effect of using CoRT No.1 Breadth on Developing Creative Thinking Skills of Adults. Eighty adult students volunteers who were native speakers of English participated in the study. The sample was randomly divided into two groups .The first group was taught using the CoRT program while the second group was taught in the conventional way. The researcher applied, Torrance Verbal Test as a pretest and a posttest .The result of the study suggested that there were significant differences in developing verbal fluency, verbal flexibility, and verbal originality for students in the experimental group.

2.3 Summary

Through reviewing the related literature, one can see that no study was conducted studying the effect of using the six thinking hats method on the development of Female students' writing skills in schools. There were some studies that investigated the effect of an instructional program based on some strategies (six thinking hats and fishbone mapping) (Smadi,2010) and some investigated the effect of using six thinking hats method and mind mapping in developing the reading, thinking, and writing skills (Kwayotha & Tantriratna ,2008), whereas this study only investigated the effect of using the six thinking hats on the development of EFL students' writing skill and it was applied on school students.

There were some studies that dealt with the effect of some instructional methods on the writing achievements such as, (Al- Ali, in press) which investigated the effect of CoRT program No.4 on students' creative and critical thinking in the writing skill, and (Zhang & Vukelch, 1998) which investigated the influences of prewriting activities on the writing quality .These studies showed positive development on writing ability.

Most of the studies which investigated the effect of using the six thinking hats that the researcher had reached to, were in scientific specialization, for example, (Mofadi,2010; Koray,2005; Fodah & Abdo,2005) other studies such as, (Naifeh ,2005) investigated the effect of six thinking hats on teaching Mathematics ,(Bruke ,1984) investigated the effect of CoRT program on creative thinking skills .The findings of the these studies indicated that there were significant effects of the six thinking hats method on students' achievements.

Chapter Three
Design and Methodology

This chapter includes a detailed description of the population of the study, the design, the instructional materials, the instrument, as well as validity and reliability of the instrument, the procedures, and the statistical analysis.

3.1 Population of the study

The population of the study consisted of (344) female eleventh scientific graders during the second semester 2010-2011 in Southern Al-Mazar Directorate of Education.

3.2 Sample of the study

The sample of the study consisted of (50) female students at Mu'tah secondary school for girls which was selected purposefully during the second semester 2010/2011. Table (1) shows the distribution of the sample of the study.

Table (1)
Distribution of the sample of the study

The groups	No. sections	method	No. Sts.
Experimental Group	1	Six Thinking hats	24
Control Group	1	The Conventional	26
Total	2		50

3.3 Design and variables of the study

This study followed quasi -experimental research design. The study included an independent variable (the teaching method), which consisted of two levels:

A - Six Thinking Hats.

B - Conventional Method.

However, the dependent variable is the development of the students' writing skills and the level of the students in writing (high, intermediate and low), is the second dependent variable.

3.4 The instructional material

Two texts of writing skills were chosen from the English text book Action Pack 11 by Haines (2010) assigned for the eleventh grade. Action Pack Text book for eleventh grade consists of four modules, each module contains three units. The book is provided with a wide range of regional and topic –based content and the latest in methodology, designed to meet the educational needs and interest of grade 11 students in Jordan.

The textbook provides regular, carefully –staged practice in reading, listening, speaking and writing, where the emphasis is on practice and production of language.

There are also plenty of opportunities for students to develop critical thinking and express their opinions throughout every unit. Each writing section develops a particular real-life writing skill that students will be familiar with in their own language. These include writing emails, completing application forms, writing reports, letters notes messages and designing and presenting results of each research topics.

The writing task is set out at the beginning of the section, and the students follow a carefully –planned sequence of exercises which start with a model text and take them through to producing their own texts. Planning and checking are important stages in writing any kind of text.

3.5 Research instrument

A pre test was designed by the researcher to ensure the equivalence of the two groups. Also the same writing test was used as a post test to assess students' achievement in writing skills at the end of the experiment.

3.5.1 Test validity

To ensure the validity of the test, it was given to a jury of TEFL specialists, professors, teachers and supervisors of English language. The jury was asked to validate the test items and their relevance to the characteristics of each thinking hat as well as their suitability to writing skills and also the clarity of the test questions. The jury comments and suggestions were studied carefully and the modifications were made.

3.5.2 Test reliability

To establish test reliability, (test - retest method) was used. The test was conducted on a pilot sample that consisted of (17) students to check the intelligibility and clarity of the test questions, the clarity of the directions and the suitability of the test to the level of the students. This sample was excluded from the sample of the study, two weeks later the same test was implemented again.

(Reliability coefficient of the two scores of the test was computed using Person correlation coefficient which was appointed as (0.90) and this value was appropriate to the research purpose.

3.6 The Procedures of the study

1. The researcher gained the permission from Mu'tah University and Southern Al-Mazar Directorate of Education to conduct this study at Mu'tah Secondary School for Girls.
2. The researcher made all the arrangements with the headmistress of Mu'tah Secondary School for Girls to conduct this study.
3. One section was assigned randomly and selected to be the experimental group which was taught by using the six thinking hats method and the other section used as a control group which was taught by using the conventional method.
4. The researcher explained to the students of the experimental group the procedures of using the six thinking hats method.
5. The instrument of the study was conducted on a pilot sample consisted of (17) students from Al-Mazar Secondary School for Girls.
6. A writing test was given to the two groups to check on students' equivalency.
7. The researcher selected the lessons that she was going to use; those were from the English text book Action Pack 11 by the MOE (Haines, 2010) assigned for the eleventh grade.
8. The researcher wrote questions on the six thinking hats relating to the selected topics" water shortage" and ' using mobile phone'. (Appendix I).
9. The researcher stated the lesson plans for the two lessons. (Appendix II).
10. The researcher stated a writing rubric in order to correct the writing topics using it .(Appendix III) ,this rubric consisted of three criteria:

A. Content and comprehensibility which have (40 points), this criterion emphasizes the realization of the writing task, using supporting details and evidence, the relevancy of the content to the writing topic.

B. Organization which has (20 points), this criterion is concerned with the extent to which the ideas are clear; the paragraphs are coherent and well-organized.

C. Grammar and spelling (which have 40 points), it deals with language accuracy such as (subject –verb agreement and word usage) and the mechanics of writing such as (punctuation, capitalization and spelling).

11. The suggested passages were submitted to a jury of specialists in methodology and applied linguistics. They were asked to judge the appropriateness of the questions to check, whether they represent the

characteristics of the six thinking hats and whether they are within the students' levels.

12. After gaining the approval of the jury, the researcher conducted her study using six thinking hats as the experimental group and the conventional method as the control group.

In teaching the experimental group using six thinking hats the researcher did the following:

1. The researcher introduced and taught the concept of De Bono's 'Six Thinking Hats'.
2. The researcher conducted a class discussion about the six thinking hats and she used brainstorming method to discuss what kind of thinking each hat represents and also its benefits.
3. The researcher divided students into four groups of six students providing each student with thinking hats and a worksheet containing questions which reflect the characteristics of the thinking hats, and then students answered the questions in each worksheet which reflect the specific Thinking Hat chosen for the lesson.
4. Students discussed all the questions in groups then each student was asked to choose a hat and express her opinion according to the chosen hat, then students were asked to write a paragraph using the given questions about each hat.
5. After that students exchanged the hats and each student was asked to choose another hat and answer the questions in the worksheet about this hat.
6. The students continued exchanging thinking hats until each student in each group answered the questions in all the six worksheets, then each student organised the ideas in the worksheets and wrote a well - developed composition.
7. The researcher collected the papers of the two selected topics (water pollution and using mobile phones) then she corrected them using writing correction rubric.

9. A post- test in writing passages, entitled "water shortage" and ' using mobile phone' was given to the control groups after the end of the study.

10. After applying the study, collecting data and analyzing these data using the statistical package for social sciences (SPSS), the researcher inferred the answers of the questions of the study.

3.7 Statistical analyses

In order to answer the questions of the study the researcher used the following statistical analyses:

1. A t-test of the independent samples was conducted to test the mean scores of the two groups (the control and the experimental) on the pre-test and the post-test.

2. Descriptive statistics were used to describe properties of the variables dependent and independent in terms of (Means, Standard Deviations) to analyze the results of the post -test of the two groups.
3. Depending on the means and standard deviation of the students' results on the post test, One Way ANOVA was conducted to test the significances of the differences between the three levels of the students (high, intermediate, low) in the writing ability; also Scheffe for Multiple comparisons was used.

Chapter Four

Findings and Discussions and Recommendations

4.1 Findings of the study

This chapter presents the findings of the study through answering its questions and the discussions of the findings of the study accordingly. Before carrying out the statistical analysis to answer the questions of the study, the researcher made sure of the equivalence of the two groups (control and experimental) to examine if the development in the students' writing ability will come as a result of using the six thinking hats or not. The researcher carried out a pre-test for both control and experimental groups and calculated the means and standard deviation for their scores in this test which was conducted at the beginning of the second semester of the academic year 2010/2011. Table 2 shows the results of t-test for Independent Samples on the Pre -test

Table No. 2

The results of t-test for Independent Samples on the Pre -test

group	No. of Sts.	Means	StD.	df.	t	Sig.
control group	26	66.23	10.033	48	o.45	0.652
experimental group	24	68.62	11.999			

The results in table (2) shows that the difference in the mean scores of the groups of the study(control and experimental) on the pre test was (2.39),also the t- value was (0.45) which was not statistically significant at($\alpha \leq 0.05$), this means that both groups are equal according to the teaching method; Conventional and six thinking hats, then after the researcher made sure of the equivalence of the two groups, she answered the questions of the study as the following results.

Results Related to the First Question:

Is there an effect of using six thinking hats method on the development of EFL female eleventh grade students' writing skill in Al-Mazar Directorate of Education?

The researcher calculated the mean scores and standard deviation of the experimental and control groups on the post test and she used t-test for independent samples to find out whether or not these differences were statistically significant. The t-test results are shown below in table (3)

Table No.3
The results of t-test for independent samples on the post -test

group	No. of Sts.	Means	StD.	df	t	Sig.
control group	26	67.96	9.688	48	4.89	0.00
experimental group	24	80.20	9.040			

As shown in Table (3), t-value was 4.89 which is statistically significant at the level of the significance ($\alpha \leq 0.05$), this means that there were statistically differences between the mean scores of the students in the experimental group and the control group. As shown in this table the mean score of the experimental group is (80.20) and the standard deviation is (9.040), while the mean score of the control group is (67.96) and the standard deviation is (9.688) which means that the difference was in favor of the experimental group, this indicates that there is an effect for using six thinking hats method on the development of EFL female eleventh grade students' writing skill in Al-Mazar Directorate of Education.

Results Related to the Second Question

Is there an effect of using six thinking hats method on the development of the EFL female eleventh grade students' writing skill due to the levels of students in the writing skill?

To answer this question, the researcher referred to the scores of the experimental group on the pre test and classified the students into three groups according to their levels (high, intermediate and low). The researcher classified the students as the following (below 61% is low achievement, from 61%--80% is an intermediate achievement and above 80% is a high achievement).

The researcher found out the mean scores and standard deviation of the experimental group on the post test according to their levels in writing skills (high, intermediate and low). Table (5) shows that:

Table No.4

Means and standard deviation of the experimental group on the post-test according to their level of achievement.

Groups	No. of Sts	Means	StD.	Minimum	Maximum
High level	5	89.80	3.271	84.00	92.00
Intermediate level	12	82.25	6.440	71.00	90.00
Low level	7	69.85	4.488	65.00	77.00
Total	24	80.20	9.040	65.00	92.00

Table (4) shows that there are statistical differences in the mean scores of the experimental group on the post test according to the level variable in writing activities (high, intermediate and low).Mean score was (89.80) and standard deviation was (3.271) for the high level, while mean score was (82.25) and standard deviation was (6.440) for the Intermediate level and mean score was (69.85) and standard deviation was (4.488) for the low level

To find whether or not these differences are significant, an analysis of ONE WAY ANOVA was carried out .The results of the analysis are shown in table (5).

Table No. 5

ANOVA results for the experimental group on the post –test according to the level variable in writing skill.

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1260.051	2	630.026	21.343	.000
Within Groups	619.907	21	29.519		
Total	1879.958	23			

Table (5) shows that there were significant differences between the students of the experimental group on the post-test due to the level of students in writing skill (high, intermediate and low) where (F =21.343), which is statistically significant at the level of significance ($\alpha \leq 0.05$), this indicates that using six thinking hats method contributes unevenly, in

developing writing skills of eleventh grade students according to their previous level (high, intermediate and low).

To find out to whom these differences refer, Scheffe for Multiple Comparisons was used. The results of the analysis are shown in Table (6)

Table No.6

(Scheffe) for Multiple Comparisons

Groups	Mean scores	The means differences among the groups		
		High level	Intermediate level	Low level
High level	89.80	---	7.55	19.94*
Intermediate level	82.25	-7.55-	--	12.39*
Low level	69.85	-19.94*	-12.39*	--

*The mean difference is significant at the ($\alpha \leq 0.05$)

As shown in table(6),the results indicate that there were statistically significant differences on the post test between the students in the (high and intermediate levels) in comparison with the students in the low level, and in favor of the students in the high and intermediate level), whereas, the results did not indicate statistically significant differences between the students of the (high and intermediate levels), which means that using the six thinking hats method helped in developing writing skills and more efficiently, for the students in the (high and intermediate levels) comparing with the students in the low level.

4.2 Discussion of the results

The results of this study revealed that there were statistically significant differences at ($\alpha \leq 0.05$) between students achievement in writing skill as a result of using the method of six thinking hats compared with the conventional method.

The results of this study showed significant development in students writing skill in English language as measured by the post –test scores in writing skill test which was constructed by the researcher. On the other hand, no development in students writing skills was marked in the results of the students in the control group that was taught using the conventional method. The mean score of the experimental group was (80.20), whereas that of the control group was (66.96). That is, this positive difference in the mean scores of the experimental group was probably due to the effect of

teaching students using six thinking hats method. In fact, the researcher noticed that students of the experimental group were motivated and they had positive attitudes toward this method (six thinking hats) because it is a new method in teaching writing and they haven't ever used this method in a writing skill task as an instructional tool. This method helped student to be creative, imaginative, think thoughtfully before speaking or writing, and also it enhanced their ability to solve problems. This result is in line with the research results of (Kwayotha & Tantriratna ,2008), which indicate that, according to the creative writing skill, the students could be able to use thinking performance in writing using Language in communication as relevant to thinking. Also the results of this study are consistent with the results of Al-Ali, (in press), which indicates that CoRT Program No.4 entitled "creativity" developed the gifted learners' creative abilities in writing English short stories. Also this study is in line with the results of (Koray,2005) , which revealed that the students as well as the pre-service science teachers had positive opinions about using six thinking hats. The same results are consistent with that obtained by (Fodah & Abdo,2005), which shows that there was a good effect of the six thinking hats in developing the skills of creative thinking.

The second question investigated the effect of using six thinking hats method on the development of the EFL female eleventh grade students' writing skill due to the levels of students in the writing skill.

The researcher classified students according to the pre-test results into three levels (below 61% is low achievement, from 61%--80% is an intermediate achievement and above 80% is a high achievement).

The results presented in table (4) showed that students whose level is (intermediate and high) scored significantly higher than those of (low) level. One possible reason for this could be that students who were good at English language were affected positively by this method (six thinking hats) and enhanced their writing skill .Also group work, cooperation and oral discussion encouraged students to be more motivated, whereas the students in the low level might have lacked the ability to generate good ideas or build up their vocabulary items and other writing skills such as, spelling and grammar.

In summary, The findings of this study revealed that six thinking hats method was effective in teaching writing to EFL students and these findings are consistent with the findings of studies done by (Smadi,2010), (Kwayotha, & Tantriratna,2008), (Zhang and Vukelch ,1998), who supported the idea of using six thinking hats in developing writing skills. Also the results of the study are in harmony with studies done by (Fodah & Abdo,2005), (Koray,2005), (Burke, 1984), who approved the importance of six thinking hats in developing scientific concepts and creative thinking, as well as investigating students' opinions toward thinking hats.

Other studies such as, (Mofadi ,2010), (Naifeh ,2005), supported the idea of the positive effects of using six thinking hats on the achievement of student in Mathematics or Science .

The findings of this study are also consistent with the results of Al-Ali, (in press), that investigated the effect of CoRT Program, which is one of De Bono' s thinking tools, this study showed the effectiveness of CoRT Program No.4 entitled "creativity" in developing creative abilities in writing English short stories,.

Finally, It can be concluded from the results of the study that using six thinking hats method is very helpful for the teachers as well as for the students themselves .For example, it helps the teacher to make the writing process discussions and workshops consistent, the teacher is an effective facilitator, also grading students' writings is objective. Also this method is helpful for the students for example, it helps students to organise their ideas and see what they are thinking before writing, and students revise drafts with less teacher intervention. Cooperation and oral discussion encourage students to be more involved and work seriously to complete the writing task. And in general, this method enhances the collaborative group work between students.

In conclusion, the findings of this study provide clear evidence for the effectiveness of this method in developing the quality and the quantity of students' writing.

4.3 Summary

This study aimed at investigating the effect of using the six thinking hats method on the development of EFL female eleventh grade students' writing skill in Southern-Mazar Directorate. It was conducted because the researcher noticed that there is a lack in the instructional methods and strategies that teachers use to develop writing skills and help students to express their thoughts in writing using English language.

The population of the study consisted of (344) female eleventh scientific graders during the second semester 2010-2011 in Southern Al-Mazar Directorate of Education. The sample of the study consisted of (50) female students at Mu'tah secondary school for girls which was selected purposefully during the second semester 2010/2011.

There were two questions for this study, the results of the first question revealed that there were statistically significant differences at ($\alpha \leq 0.05$) between students achievement in writing skill as a result of using the method of six thinking hats compared with the conventional method and in favor of the experimental group, whereas the results of the second question showed that students whose level is (intermediate or high) scored significantly higher than those of (low) level.

There were some difficulties that faced the researcher while conducting this study such as, six thinking hats method needs a lot of time to practise it; also it requires extensive preparations such as training students on using six thinking hats.

After the end of the experiment, the researcher asked the students of the experimental group to express their opinions about using this method, most of the students said that " six thinking hat method taught them to think about different aspects of the subject and made the process of writing easier, as well as it helped them respect different opinions. Also it increased their interest and motivation in class", whereas some students said that "the black hat activity (negative) in particular, made them pessimistic". Others said that "discussing the subject from six different aspects was time consuming".

4.4 Recommendations

In light of the findings of this study, the researcher believes that the following recommendations are helpful for the educators, teachers and researchers:

1. Further researches are recommended to investigate the effect of using six thinking hats on other skills of English language (reading and speaking).
2. Teachers should not limit their writing skills instruction to only one method but they have to apply new and different methods and strategies, such as six thinking hats.
3. Organizing seminars and workshops to train Jordanian teachers on implementing the six thinking hats in teaching English language.
4. Researchers should investigate the effect of different writing teaching strategies, other than six thinking hats.
5. Similar studies are recommended to be conducted on females and males to find if they give the same positive results.

References

Al-Ali, M.(in press).Investigating the effect of CoRT program No.4"creativity"on the EFL students' creative writing.(accepted for publication) **Journal of Education**. Ein Shams University. Egypt.

Barras,(1996). **Students must write** .London: Routledge.

Beyer, B. (1997). **Improving student thinking: A comprehensive approach**. Allyn Bacon, Needham Heights, MA.

Bottle, L. (1997).**Assessing mathematical knowledge with concept maps and interpretive essays**. (Eric Document Reproduction service .No, ED 408, pp2256.

Brown, D. (1987).**Principles of language learning and teaching**. New Jersey: Prentice-Hall.

Burke. C. (1984) Enhancing adult divergent thinking ability using Edward De Bono. **Dissertation Abstracts international** Vol. 45 No. 12, pp 3580.

De Bono,E.(1999**). Six thinking hats.** MICA ,Management Resources ,Inc

De Bono,E.(1995**). Six thinking hats.** The McQuaig Group, Inc: Toronto, Canada.

De Bone, E. (1994**). De Bono's thinking course***:* (3rd ed.), New York.

De Bono,E.(1992**). Brainstorming**. Available at:http://www.demon.co.uk. Retrieved on 10 /3 /2011.

De Bono, E. (1973). **CoRT thinking program, workcards and teachers' notes.** Sydney: Direct Education Services.

Dolly, M.(1990).Integrating ESL reading and writing through authentic discourse. **Journal of Reading** Vo.33 .pp 1564-1580.

Fodah, A.and Abdo.Y.(2005).The effect of using De bone's six thinking hats in teaching Science on the developing of creative thinking skills' tendencies on fifth graders. **Scientific Education Journal** .Vol 4. pp 2720-2820.

Goodman,J., Epsey,M and Angela,L.(1998).**Developing English writing proficiency in limited English proficient college students through cooperative learning strategies**. Carrusquillo , Fordham University.

Hadley, A. (1993). **Teaching language in context**. Heinle & Heinle, Boston**.**

Haines,S.(2010). **Action pack 11.** Dar Al Tarbawiyoun House of Education Ltd and Pearson Education Ltd, Jordan.

Kawlinson,N.(1989**).**Best practice :**A resource of constructivist teaching strategies**. Available at:http:/www.fp.edu.tas.gov.au/English/sixhats. Retrieved on 6/3 /2011

Koray, O. (2005). Students' perceptions about using six thinking hats and attribute listing techniques in the Science course. **Educational Administration: Theory & Practice,** Issue 43, pp. 379-400.

Kwayotha,W.&Tantriratna,S.(2008**).The development on reading, thinking and writing skills in Thai by using six thinking hats technique and mind mapping.** Faculty of Education, Khon Kaen University, Thailand.

Lowenfeld, V. (1962). **Creativity: Education's stepchild**: **Source book for creative thinking,** New York: Charles Scribner's Sons.

McAleer, F. (2006). **Put on six thinking hats.** Pennsylvania Association for Supervision and Curriculum Development. Pennsylvania, U.S.A.

Ministry of Education.(2006)**Intel teach program** .Available at: http:/www. intel. com/education. Retrieved on 22/10/2010.

Ministry of Education.(2004)**.National education strategy.** Directorate of Educational Research and Development, Jordan.

Ministry of Education.(2001).**Vision forum for the future of education, general education, higher education and vocational, technical education and training.** Available at**:** http:/www.moe.gov. jo/ Wikipedia**.** Retrieved on 23 /10 /2010

Mofadi, K. (2010**). The effect of science instruction by multiple-intelligences and six hats strategies on seventh graders' Scientific concepts and thinking skills acquisition.** Unpublished PhD. Dissertation**,** Yarmouk University**.**

Naifeh, E. (2005**). The effect of the six hats learning method with the conventional teaching method on the achievement of ninth grade students in mathematics.** Unpublished M.A.Thesis, Mu'tah University.

O'Malley, J. & Chamot, A. (1990). **Learning strategies in second language acquisition**. Cambridge, England: Cambridge University Press.

Pace, R. (2009) **.Training in creative thinking .**Available at http:// www. maltalawyer.com/english/training/creative_thinking_training_course. Retrieved on 5 /11 /2010**.**

Prpic,J.(1999).**Six thinking hats**. Available at : http:/www.cleo.eng. monash.edu.au/teaching/subjects/learning/stratigy Retrieved on 27/3 /2011

Ren , G. (2007)**. Employing the six-thinking hats method to solve the problem of chatting in secondary school Chinese language classes**. Available at:http: //www. articlesbase. com/ languages - articles. Retrieved on 18 /10 /2010.

Rossbery,A.(1989).The problem solving processes of writers and readers**. Eric,** No. 24**,**pp 5797**.**

Smadi,S.(2010). **The effect of an instructional program based on fishbone mapping and six hats strategies on developing Ajloun university college EFL students' writing .**Un published PhD Thesis, Yarmouk University**.**

Sternberg, R. and Lubert, T. (1996). Investing in creativity. **American Psychologist**, vol.51 (7).pp 677-688

Torrance, E. (1974). **Norms and technical manual: Torrance tests of creative thinking** .Bensenville, IL Scholastic Testing Service.

Wells, G .(1986).**The meaning makers: children learning language and using language to learn.** NH: Heinemann, Portsmouth.

Young, G. (1985). What is creativity? **The Journal of Creative Behavior** Vo.19, pp. 77–87.

Zhang,L & Vukelch,C. (1998). Prewriting activities and gender: Influences on the writing quality of male and female students .**Eric,** No. ED 42297pp 3157-3210.

Appendix (I)
Study Instrument

Questions on the six thinking hats

On the phone

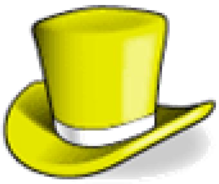
Some people think they can't live without their mobile phones .Do you think this is excessive? Can you find why?



White Hat:

With this thinking hat, you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and try to fill them .

1. Do you have a mobile phone?
2. How many times a day do you use your mobile phone?
3. What do you mainly use it for?
4. Which do you do more؟ make phone calls or send text messages?
5. How does mobile phone affect people relationship?
6. What is the importance of using mobile phones?
7. How do you feel when using the white hat?

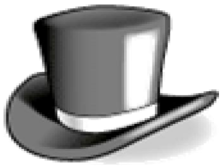


Yellow Hat:

yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it, and spot the opportunities that arise from it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult. The Yellow Hat helps you to focus on the positive points even when initially there seem to be none(Students give reasons , positive ideas, advantages of the topic)

1. What is the best thing about having a mobile phone?
2. What are the benefits of having a mobile phone?
3. What are the positive effects of sending messages using mobile phone over conventional messages?

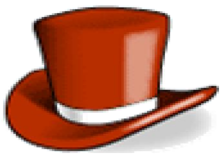
4. What are the advantages of sending text messages over making a phone call?
5. How do you feel when using the yellow hat?



Black Hat:

When using black hat thinking, we look at things pessimistically, cautiously and defensively. We try to see why ideas and approaches might not work. This is important because it highlights the weak points in a plan or course of action. It allows you to eliminate them, alter your approach, or prepare contingency plans to counter problems that arise. It helps pupils to focus on the possible difficulties that may arise from any given situation.

- What is the best way of communicating between people?
- What don't you like about the idea of using mobile phones?
- Who is responsible for using mobile phone for useless things?
- What are the possible dangers of using mobile phones?
- What could be the potential problems that face using mobile phones?
- What are the disadvantages of sending text messages over making a phone call?
- How do you feel when using the black hat?



Red Hat:

Wearing the red hat, you look at the decision using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally, and try to understand the intuitive responses of people who do not fully know your reasoning. The red hat helps to focus on how we feel about particular idea without the need to justify yourself.

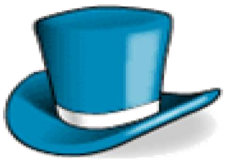
e.g. I love it, I like it, uncertain, not so sure, I don't like it, I hate it.

- How do you feel about people who use mobile phones for useless purposes?
- What do you think the suitable age that should be allowed to use mobile phone?
- What is your feeling when you see someone using mobile phones to promote gossips between people?
- What is your opinion about using mobile phones efficiently?
- How do you feel when using the red hat?



Green Hat:
The green hat stands for creativity. This is where you can develop creative solutions to a problem. The green hat reminds us of growth. Let's grow new creative innovation, creative ideas together.

- If you don't have a mobile phone, do you think you communicate better with your friends and family?
- Are there any suggestions for controlling bad behaviors of using mobile phone?
- What are the alternative ways of using mobile phone?
- What else can be done to reduce the bad effects of mobile phone?
- How will we overcome the dangers that face mobile phones?
- What if mobile phone system in general didn't work, what else could we use?
- What can be done to reduce the healthy effects of using mobile phone?
- How do you feel when using the green hat?



Blue Hat:

The blue hat helps us to stay focused during a thinking session. The blue hat has the following functions:

It facilitates the thinking session. The Blue Hat has the function to keep everyone on track. If an individual mentions a point that does not fall under the Hat being practiced, the Blue Hat redirects the thinking.

The blue hat redirects the session by saying: "this is good red hat thinking, however at the moment we are practicing yellow. Try and come up with a yellow hat point."

- It sets the objectives. Have your objectives achieved?
- It sets the agenda. What sequence are we using?
- It is the time keeper. Does it manage your time accurately?
- Are there any other ideas?
- What should we do next?
- What have we achieved so far?
- What should we do to achieve more?
- How can we evaluate the advantages of using mobile phones?
- Which of the six thinking hats did you prefer using the most? Why?
- Which of the six thinking hats did you find using most Challenging to use? Why?

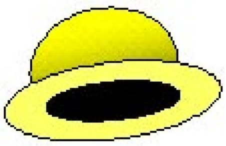
Questions on Water Pollution

Water is the most important ingredient in life. All living organism depend on the water resources. Human beings depend on water for drinking and washing. There are many sources of water pollution; they are point sources and non point sources of pollution.

White Hat:

With this thinking hat, you focus on the data available, facts, figures, and objective information. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and try to fill them.

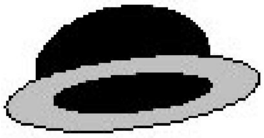
- What are the resources of water on the Earth?
- How much fresh water is on Earth in comparison with salt water?
- What are the types of pollution?
- What are the causes of water pollution?
- How do you feel when using the white hat?



Yellow Hat:

The yellow hat helps you to think positively. It focuses on benefits and values. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it, and spot the opportunities that arise from it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult. The Yellow Hat helps you to focus on the positive points even when initially there seem to be none (students give reasons, positive ideas, advantages of the topic).

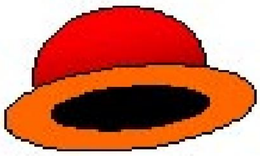
- What are the positive values of water purifying?
- What are the benefits of keeping the water clean?
- What are the positive effects of water recycling?
- How can we control water pollution?
- What are the benefits of reducing water pollution?
- How do you feel when using the yellow hat ?



Black Hat:

When using black thinking hat, we look at things pessimistically, cautiously and defensively. We try to see why ideas and approaches might not work. This is important because it highlights the weak points in a plan or course of action. It allows you to eliminate them, alter your approach, or prepare contingency plans to counter problems that arise. It helps pupils to focus on the possible difficulties that may arise from any given situation. It examines the difficulties and problems associated with a topic.

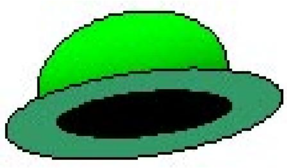
- What don't we like about the idea of water recycling?
- Who is responsible for the water pollution?
- What are the possible difficulties that face water resources?
- What could be the potential problems that face water recycling?
- What are the points of caution and risk that face Jordan regarding the problem of water pollution?
- How do you feel when using the black hat?



Red Hat:

Wearing the red hat, you look at the decision using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally, and try to understand the intuitive responses of people who do not fully know your reasoning. The red hat helps to focus on how we feel about a particular idea without the need to justify yourself.

- Would you like to drink water directly from its source?
- What is your feeling when you see someone throws wastes in the water resources?
- What is your feeling when seeing someone collecting wastes near water resources?
- What is your opinion about using water efficiently?
- Do you think water pollution is a local or international issue?
- How do you feel when using the red hat?



Green Hat:

The green hat stands for creativity, generating new ideas, provocative thoughts, lateral thinking. This is where you can develop creative solutions to a problem. The green hat reminds us of growth. Let's grow new creative innovations, creative ideas together.

- What else can be done to reduce water pollution?
- How could we overcome the dangers that face water resources?
- What are the alternative plans to reduce water pollution?
- What if the world’s water supply dried up?
- What can be done to reduce water consumption in Jordan?
- Are there any suggestions for reducing water consuming?
- How could water shortage in Jordan be resolved?
- How do you feel when using the green Hat?



Blue Hat

The Blue Hat helps to stay focused during a thinking session. The blue hat has the following functions:

It facilitates the thinking session. The blue hat has the function to keep everyone on track. If an individual mentions a point that does not fall under the hat being practiced, the blue hat redirects the thinking.

"I don't think that this is a good idea."

The blue hat redirects the session by saying: "This is good red hat thinking, however at the moment we are practicing yellow. Try and come up with a yellow hat point."

- It sets the objectives. Have your objectives achieved?
- It sets the agenda. What sequence are we using?
- It is the time keeper. Does it manage the time accurately?
- What is the focus for this topic?
- Are there any other ideas?

- What should we do next?
- What have we achieved so far?
- What should we do to achieve more?
- How can we valuate the problem of water pollution and its effects on people and environment?

  - Which of the six thinking hats did you prefer using the most? Why?
  - Which of the six thinking hats did you find using most Challenging to use ? Why?

Appendix (II)
Lesson plans

Class/Level:--11th /2nd Number of Classes: 2	Date: From 27 / 2 to 28 / 2/ 2011	Module Title: Communication Lesson Title: On the phone

Previous Learning: vocabulary related to this topic, a clear idea about using thinking hats in classroom discussions .

Specific Outcomes	Material/ Resources	Instruction -al Strategy	Assessment		Procedures	Dur-ation
			Strategy	Tool		
By the end of the lesson students are expected to be able to: * identify different points of view in a written text. *demonstrate their understanding to a different point of view through written texts. * write descriptively about using mobile phones . * write persuasively expressing their point of view about the given subject using six thinking hats. * write a concluding paragraph describing their opinion about using six thinking hats	Students' books, Six colored hats, Sheets of papers	Six thinking hats	Perform-ance based assess-ment	Rubric of writing correc-tion	1. Teacher warms up students then explains the using of six thinking hats. 2. Teacher divides class into four groups of six students 3. Teacher provides each group with six different thinking hats. 3. Teacher asks each student to take five minutes to be familiar with each type of thinking hats. 4. Teacher asks each student in each group to choose a hat then provides each student with a worksheet containing questions about each thinking hat. 5. Students discuss all the questions in groups then each student writes a paragraph using the questions about this hat, after that students exchange the hats and each student chooses another hat and answers the questions in the worksheet about this hat. Next the student writes the next paragraph. ..and so on until each student answers all the questions in the six worksheets. Finally students are asked to write a well - developed subject about mobile phones. 6.Teacher collects all the subject and corrects them using writing correction rubric	Two hours

Daily follow –up table)

Day & Date	Section	Period	Fulfilled Outcomes	Home-work

Reflection:

1. I feel satisfied with --

2. Challenges that faced me --

3. Suggestions for improvement --

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by: Nayfeh Tarawneh **School principal…..** **Date:………..**

Supervisor…… **Date:……….. signature: ………**

Class/Level:--11th /2nd Number of Classes: 2	Date: 7 / 3 / to 8 / 3/ 2011	Module Title: Being Prepared Lesson Title: The planet in danger

Previous Learning: vocabulary related to this topic, a clear idea about using thinking hats in classroom discussions.

Specific Outcomes	Material/ Resources	Instruction-al Strategy	Assessment		Procedures	Dur-ation
			Strategy	Tool		
By the end of the lesson students are expected to be able to: * identify different points of view in a written text . *demonstrate their understanding to different points of view through written texts. *write descriptively about the problem of water shortage. *write persuasively expressing their points of view about the given subject using six thinking hats. *write a concluding paragraph describing their opinion about using six thinking hats.	Students' books, Six colored hats, Sheets of papers	Six thinking hats	Perform-ance based assess-ment	Rubric of writing Correc-tion	1. Teacher warms up students then explains the using of six thinking hats. 2. Teacher divides students into four groups of six students 3. Teacher provides each group with six different thinking hats. 3. Teacher asks each student to take five minutes to be familiar with each type of thinking hats. 4. Teacher asks each student in each group to choose a hat then provides each student with a worksheet containing questions about each thinking hat. 5. Students discuss all the questions in groups then each student writes a paragraph using the questions about this hat, after that students exchange the hats and each student chooses another hat and answers the questions in the worksheet about this hat. Next the student writes the next paragraph. ..and so on until each student answers all the questions in the six worksheets. Finally students are asked to write a well -developed subject about water shortage. 6.Teacher collects all the subject and corrects them using writing correction rubric	Two hours

Daily follow –up table)

Day & Date	Section	Period	Fulfilled Outcomes	Home-work

Reflection:

4. I feel satisfied with --

2. Challenges that faced me --

6. Suggestions for improvement --

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by: Nayfeh Tarawneh **School principal…** **Date:………..** **signature……**

Supervisor…… **Date:……….. signature: ……**

Appendix (III)
Writing Rubric

RUBRIC FOR GRADING WRITING

Name………………… Teacher: Nayfeh Tarawneh Title of subject: ………….

Category	Excellent	Very Good	Satisfactory	Needs Improvement	Failing
Content & Comprehensibility (40 points)	**40--36 Points**	**35--31 Points**	**30---26 Points**	**25--21 Points**	**20-0**
• Answers the question with purpose and logic.	Reader can understand all of what the student is trying to communicate.	Reader can understand most of what the student is trying to communicate.	Reader can understand some of what the student is trying to communicate.	Reader can understand little of what the student is trying to communicate.	Unaccept-able
• The work achieves the assigned task (follows directions)	The work achieves the assigned task.	Most of the work achieves the assigned task.	Most of the work achieves the assigned task.	Little of the work achieves the assigned task.	
• Use of evidence, specific details and examples	Supporting details are specific to the subject and clearly support the main idea	Most details support the subject and the main idea	The evidence somewhat supports the main idea.	Details are lacking or incorrect.	
Organization 20 pts	**20--19 Points**	**18—17 Points**	**16---15points**	**13--12 Points**	**11-0**
• Used Topic Sentences (those that express the main idea of the paragraph	Topic sentences are interesting and relevant to the paragraph.	Most of the time topic sentences are interesting and relevant to the paragraph.	A few topic sentences are interesting and relevant.	Topic sentences do not relate to the paragraph	Unacceptable
• Follows a logical pattern	Written in logical order.	Generally written in a logical order.	More than half of the assignment is in a logical order.	Does not progress in logical order.	

Category	Excellent	Very Good	Satisfactory	Needs Improvement	Failing
Grammar & Spelling 40 pts • **Complete sentences** • **Punctuation** • **Capitalization** • **Subject-verb agreement** • **Word Usage** • **Use of proper tense**	**40--36 Points** **Sentence structure is correct.** **Grammar, spelling, word usage, punctuation and capitalization have none or very few errors.**	**35--31 Points** **Sentence structure is generally correct. Some incomplete sentences do appear.** **Grammar, spelling, word usage, punctuation and capitalization have a few errors.**	**30---26 Points** **Work contains structural weaknesses and grammatical errors.** **Grammar, spelling, word usage, punctuation and capitalization have more than a few errors**	**25--21 Points** **Work pays little attention to proper sentence structure.** **Grammar, spelling, word usage, punctuation and capitalization have many errors.**	**20--0** **Unaccept-able**

Appendix (IV)
Samples of students' writings

con. 36/40 sp. gr 38/40 91/100

org. 17/20

عمر خالد المطارنه الصف الأول ثانوي

Water Pollution

Water is the most important ingredient in life, All living organism depend on the water resources, and the resources of water in the earth is (rain, seas, oceans and rivers).

white

But there are many things affect water and make pollution in the enviroment, also there are many types of pollution in the earth such as (air / soil / nois and water pollution)

yellow

So we must to find solutions to protect water from this dangerous problem, and save human life.
One of these solutions is purifying water by using modern technolgy, or reducing water pollution, also we can control this problem by protecting water resources and don't throwing chemical substance in

Black

But there are alot of problems face water protecting one of these problems that some people responsible for water pullution and don't care about that, also the way of protecting water needs alot of money and alot of time.

Green

But if we think more creativity we will find a good solution for this problem, it's recycling water., maybe it needs alot of money but it saves money in the futur and resolve water pollution's problem.

Red

I think that "Yellow hat" needs alot of time to find solutions to resolve problem so it is very dificult, but "Green hat" it is very interesting becuaces it faces problems by giving creativity alternatives and generating new ideas.

Name: Athal Saber AL-Jawarnah. content $\frac{36}{40}$ Sp. gr. $\frac{36}{40}$ الصف أول ثانوي علمي (ب)

org. $\frac{18}{20}$ $\frac{90}{100}$

The mobile phone

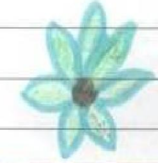
Some people think they can't live without their mobile phone, because of it's advantages that make the life easy and quick and smartest instrument.

white Mobile phone is apersonal, quick and easy to communicat with other people and 62 billion text messages sent each year and we can use mobile for many user suchas (playing games, listen music). and we can using mobile phone strength realation ship between people. The importance of using that you can connect with any body any where and anytime also you can send message, the best thing about having amobile phone text message also the benefit's of having amobile phone text message and calling anyone in town.

yellow If I don't have amobile phone the communication with others will be less than having amobile phone and the alternative ways of using the mobile phone are using the intrnet meeting face to face, using letters using T.V to know all the news as well as can overcome the danger face mobile by learning the other how to use it in addition we can reduce the healthy effect of using mobile phone will be turn off the mobile when it's our green room and don't use for along time and don't let the child under 16 year to use it.

Black I will be angry and sad about person who use mobile phones for useless purpose, and I think the suitable age that allowed to use mobile phone from 18-60 also when I see some one using mobile phone to promote gossips between people I feel very nervouse because it makes enormous proplem in society and I think about person who using mobile phones effeintly he is agood persons.

red I'm very happy when I'm using this hat because I'm using my sengetive to answer to question. I find the blue hat has achallenging because when you wear it you have to control and valuate the group.



Ansam Issa AL-Sarayrh 3 89/100

First_sec.

content 36/40

MOBILE PHONE

org. 18/20 sp. gr 35/40

Some people think they can't live without their phones. Prersonally white I agree with that, because it's really usefull, you can connect any body any where at any time. also you can send text, pictures and video messages billon messages are sent yearly.

yellow The best thing about having a mobile phone that you can connect it with internet, also you can carry it any where you go, and you can listen to music through it. There is a positive effect for sending messages using mobile over traditional messages that is so easier, quik and save effort.

Black On the other hand, the mobile effects badly on Our ears also the signal that's comes from very dangers. Some people use mobile for useless things and I think the responsible for that are parents, they must make control at their children behavior, also there are many prolems that face using mobile like the charge is finishs, there is no signal and may be the battry is low.

green There are alternatives way of using mobile phone you can use the traditional letters.

red I feel exicted when I wear this white hat because I present fact and information. but I prefer the red one because I like to experss my feeling.

Content 31/40

75/100

Gr. SP 32/40

org. 15/20

الأول ثانوي

الاسم: ديمة عايد الحسابلة
المدرسة: مؤتة الثانوية للبنات

Water Pollution

I want to talk about water pollution and its effects on human body, animals and environment.

White

water is very important in life human body contains 75% of water, we get on water from rains, seas, and rivers we can use water in washing and drinking, but we have many types of pollution such as, air pollution, soil pollution, and water pollution

Yellow

here the reasons of water pollution, some people drop their rubbish in rivers and factories rubbish.

Black

it's effects badly, it effects on health human, animals and environment, some hospitals throw their chemical objects in sea, that's very dangerous.

Green

Also we can solve this problem from by imposing Fines and we can recycle water to we use water in something.

Red

I feel that's job is very diffucult and boring because I summary every thing I prefer black hat because it tells about water pollution effects to take careful.

be

Ansam Issa AL-Sarayrh 3 89/100 Mu'ta sec. school for girls

First-sec.

content 36/40

MOBILE PHONE

org. 18/20 sp. gr. 35/40

Some people think they can't live without their phones. Prersonally white I agree with that, because it's really usefull, you can connect any body any where at any time. also you can send text, pictures and video messages. billon messages are sent yearly.

yellow The best thing about having a mobile phone that you can connect it with internet, also you can carry it any where you go, and you can listen to music through it. There is a positive effect for sending messages using mobile over traditional messages that is so easier, quik and save effort.

Black On the other hand, the mobile effects badly on our ears also the signal that's comes from very dangers. Some people use mobile for useless things and I think the responsible for that are parents, they must make control at their children behavior, also there are many prolems that face using mobile like the charge is finishs, there is no signal and may be the battry is low.

green There are alternatives way of using mobile phone you can use the traditional letters.

red I feel exicted when I wear this white hat because I present fact and information, but I prefer the red one because I like to experss my feeling.

Content (37/40) sp. (37/40) (92/100)

org. (18/20)

* First-Sec. "Water Pollution"

* Salam Al- Saraymah. * math sec school for girls.

Water is one of natures most important gifts to mankind, essential to life, white the persons survival depends on drinking water 70% of water on earth is Salty water. and only 30% is fresh water Sources of fresh water is Surface water, rivers, Ground water, frozen water, and desalination. there are many Kinds of pollutions Suchas (air, water, Soil, light, visual noise), we will thalk today about water pollation, the Causes of pollution are more than on, tow or three, but I will mention the general causp, water pollution refers to the changes in the physical, biological, and chemical Conditions of any body of Water which harm fully disrupts the Balance of the ecosystem.

Black water pollution Solutions Involve reducing nutrient and pesticide pollution by encouraging smarter agricultral practices, For any illegal stops of pipes, plastic Industry is actually blamed as being the main Cause of water pollution all factories

Yellow dumped ther chimicals into the nearest river or sea, we must fire all of those people. also we can purify water.

Keeping water clean will help us later if you can't see this now, it will protect us from facing ahuge Problem in the future.

green also using the water that we reduce it for rigration will dicrease the Ammount of fresh whater that we use.

what we don't like about water recycling that there are no many choices to use. for example "no one will drink it" and it's expensive.

red I feel afraid when I see some one throw wastes in water becaus I will be Sure that there is (are) many others did what hedid repeating this stupid sentence "it's not Just me!!"

Content 37/40 · org. 18/20 · sp. and cr. 37/40 · 92/100

[illegible]

Water pollution

Water is the most important ingredient in life. ALL Living organism depend on the water resources. Human being depend on water for drinking and washing. There are many sources of water pollution, they are point sources and non point sources of pollution, There are many recourses of water in the earth such as (rains, oceans, rivers --), the quantity of fresh water is 25% of the water in the earth, There are many typ, of pollution such as (air, soil, water), the main resouses of water pollution throw the cimical substance in the river, smoking, factory.

The postive values of water purifying is using water in many uses, the benefits of keeping water clean is making enviroment clean, and our body healthy, and we can control water pollution by protect water soures and don't throwing chemical substance it.

To solve water problems we use water recycling for plants and trees, control water pollution, on the other hand we needs modren machine, So it's very expensive.

I prefer the White hat because it gives us scientific informations So it's interesting.

Content 36/40 SP. Gr. 36/40 90/100

Org. 18/20

الإسم: ساره صلاح المرايرة Water pollutin الصف: الأول ثانوي

Water is the most important ingredient in Life. All Living organism depend on the water resources. Human depend on the water For drinking and washing. there many sources of water such as: rains, Seas, Ocean and river. the fresh water is 25% of the water on the earth.

There are many type of pollutin such as: air pollution alsonoise pollution and water pollution. one of the most important issnes in the tewenty - first century is a water pollution. there are many reasons causes this pollution. the main reason is the factoris fill the chimecals subastance. and the cilmite is dray and the water evaporates quickly.

one of the solution of this proplem is reducing water pollution and prduce clean water purifying. But reducing water pollution and water purifying is expinsive and needs Special place and much mony and time.

This has prompted Jordan to support new water Convervation programes which improve the efficiency of irrigation systems in rural areas.

Ultimately. we need to restrain in the unwarranted consumption of water. and I prefer the red hat because I could tell other people what is my opinion in the different subjects important in our Life.

CV

Name: Nayfeh Salem AL-Tarawneh

Mu'tah University

Faculty of Educational Sciences

Master in Curricula and English Teaching Methods

Year: 2011

Email: Nayfeh-eng2005@yahoo.com